1990
COLLEGE STUDENTS OUTCOMES REPORT

Province of British Columbia
Ministry of Advanced Education,
Training & Technology

BC
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1991

1990 COLLEGE STUDENT OUTCOMES REPORT

Prepared for:
Universities, Colleges & Institutes Division of
The Ministry of Advanced Education, Training & Technology
Victoria, B.C.

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February 1991
File: 9-01-384

Printed on
Recycled Paper

91-06948/

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Executive Summary

* Virtually all (91%) of the job-seeking graduates of college occupational programs obtained training-related jobs within a year after leaving college.

* Most (71%) of all college academic students who originally intended to transfer to a university, and whose college grades qualified them to transfer, went on to a university within a year after leaving college.

* Most occupational graduates and former academic students (74% and 68% respectively) say their college studies were definitely worthwhile.

* Few occupational graduates and former academic students are unemployed a year after leaving college (8% and 3% respectively).

* Some (15%) occupational graduates say that they were inadequately prepared in their computing skills for performing in their current training-related jobs.

* Student involvement continues to be the most important predictor, by far, of all B.C. college academic outcomes, except transfer (which is predicted by student intentions to transfer) and unemployment (which is unpredictable because so few students are unemployed).

* Institutional and student attributes are important factors accounting for differences in student outcomes.

Purpose

This report documents the continued successes of college graduates in obtaining training-related employment and transferring on into more advanced studies. It also documents other successful program outcomes which continue to occur. For occupational programs, it goes on to discuss the types of skills graduates report most often using, and their perceptions of their adequacy of preparedness for their jobs in those skill areas. For academic programs, it goes on to discuss the factors most impacting the outcomes reported.

Background

Some B.C. colleges began surveying their graduates on a regular basis over ten years ago. By 1985, some began to work together on common surveys for their graduates. This institutional partnership broadened, by 1988, fuelled by funds from the Ministry of Advanced Education which developed some common computer systems for surveying . In 1988, this partnership produced a first province-wide graduate outcomes survey of all occupational graduates. The Ministry of Advanced Education financed a compilation, documentation, and analysis of the survey results. It did so, in part, to meet its need for outcomes indicators of the value and effectiveness of college programs.[1]

This report is based on the results of the 1990 survey. The 1990 version is the third annual occupational graduate survey, and the second annual survey of academic (university transfer) program completors.

Who Was Surveyed in 1990?

Most B.C. colleges and institutes surveyed, in the Spring of 1990, all their students who had completed Career and Vocational (i.e. occupational) programs in 1989 and not since returned to their college.[2]

Most also surveyed, at the same time, all their students who had completed some academic (university transfer) studies in the January 1989 term, and not since returned to their college. In total, the colleges surveyed over 21,000 of their former students. This was roughly 5% more than in 1989. Specifically, in 1990, over 13,800 occupational graduates and 8,100 former academic students received surveys.

Survey Methods and Response Rates

All the participating institutions used a standard occupational outcomes survey and a standard academic outcomes survey. The Graduate Outcomes Working Group[3] and the Ministry approved both surveys for use in this project. B.C. colleges developed these surveys based on related research literature and extensive field testing.

These institutions sent their surveys out in the mail and, typically, mailed a follow-up reminder letter to non-respondents. Some institutions also followed up this step by surveying, by phone, those who still had not responded.

This year, 35 % of all those surveyed, and who could be reached, responded. [4] This is lower than the 40% response rate achieved on the 1989 surveys. Response rates to the occupational survey fell slightly more than response rates to the academic survey. Neither the location of a college, nor the number of former students surveyed by a college, affected survey response rates.

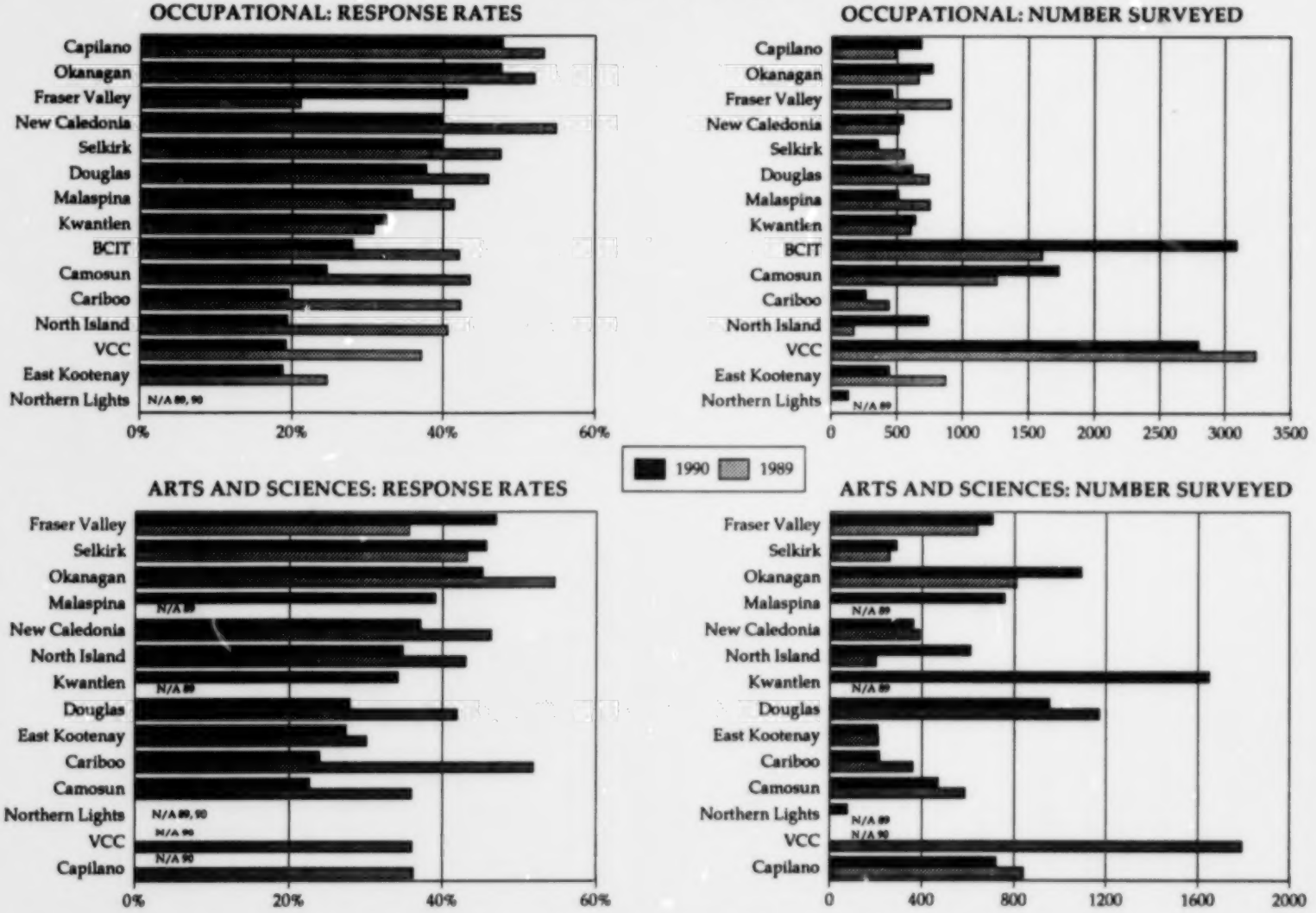
For 1990, response rates varied from a high of 48% to a low of less than 20% (see Figure 1). This is a wider inter-institutional variance than in the 1988 or 1989 iterations of these same surveys. The Graduate Outcomes Working Group is exploring ways, for the 1992 survey, to address both this issue and the overall drop in response rates.

Response Bias

There is always a chance that survey respondents will differ in some significant way from those who do not respond. Where such differences occur, they may produce results which are not representative of the survey population as a whole. To guard against this occurring, BC Research tested the 1990 results for response bias, both overall and within each participating institution.[5]

Some small, but significant, differences were found between respondents and non-repondents in the occupational survey. While these differences can be documented statistically, their impact on the results cannot easily be judged. [6] The academic results also contain some response bias, but that bias continues to be so small that it does not impact the overall results. [7] These findings are consistent with the findings from earlier iterations of these same surveys.

FIGURE 1
Response Rates by College(1990 & 1989)



Completeness of the Data

In 1990, three more colleges collected and submitted their academic outcomes data for inclusion in this report. As a result, there are more geographic regions of the province, and slightly more former students, covered in this year's report by comparison with last year's. As in previous years, some colleges did not provide data on non-respondents. This small amount of missing data will serve to slightly underestimate the number of students surveyed and slightly inflate the response rate. However, the slightly inflated response rates are offset by missing respondent data from another source. Another college -- due to unanticipated staffing turnover -- was unable to collect its academic outcomes data.[8]

Each year, over 50,000 FTE students enroll in BC colleges and institutes in occupational, academic, or developmental programs. The occupational and academic outcomes described in this report capture the post-college outcomes of roughly 75% of that instructional capacity.

Important Caveats

These data are a 'snapshot' of graduate outcomes. They describe the post-college successes of graduates in the first year following completion of their college studies. They tell of the graduates' successes in making their short-term transitions to work or further studies -- not their successes in long term career or educational progressions.

Also, the occupational data include some students who completed only some of their occupational studies and then left their colleges. These 'Non-Graduating Completers' are included because, for some program areas (such as Business, and Fine and Performing Arts) they constitute a significant share of the total student flow through occupational programs. Their inclusion has the effect of increasing the number of graduates surveyed and decreasing by about 3% the outcomes indicators reported.[9]

Some colleges, in collecting this year's data, surveyed completors from 1988 as well as 1989. This does not appear to have affected any of the occupational outcomes indicators contained in this year's report.

The Outcomes Indicators

This report documents three types of **outcomes indicators for occupational programs**: placement success, continuations into further studies, and 'satisfaction'. The latest results are from the class of 1989, contacted in 1990. These results show that:

On placement:

91% of all job seeking graduates got a training related job.

83% of all graduates were working a year after graduation.

80% of all job seeking graduates were still in a related job a year after graduating.

On 'continuations into further studies':

17% of all graduates were enrolled in further studies a year after completing their college studies.

On 'satisfaction':

74% of all graduates rated their training as 'definitely worthwhile'.[10]

All of these occupational outcomes rates are virtually identical to those reported for the preceding graduating class in last year's report, with one exception: the % working in a job a year after graduation is slightly higher for this year's cohort of graduates.

This report documents four types of **outcomes indicators for academic programs**: post-college transfer rates, cognitive skill gains, post-college employability, and 'satisfaction'. The latest results for academic programs are also from the class of 1989, contacted in 1990. These results show that:

On transfer:

41% of all former students transferred to a B.C. university.

61% transferred to a B.C. university, college or institute.

67% transferred into further post-secondary studies somewhere.

45% transferred to a university somewhere.

63% of those who originally intended to transfer to a university did so.

72% of those who originally intended to transfer to a university, and earned a college Grade Point Average which qualified them for university admission, transferred to a university.

On skill gains:

63% reported that their cognitive skills (writing, reading, etc.) improved to some extent or a great deal as a result of their college studies.[11]

On employability:

79% reported that their academic studies have enhanced their long term career prospects.

3% are unemployed and looking for work.

On 'satisfaction':

84% reported that their interest in learning is greater now.

71% reported that their college studies were definitely worthwhile.

All of these academic outcomes rates resemble the rates reported last year.[12]

Conditions Impacting These Results

Labour market conditions affect the placement prospects of college graduates. In the first six months of 1990 (the period during which these latest graduates were surveyed) several B.C. employment indicators showed improvement over the same period in 1988: total employment rose 3.2%; unemployment rates fell from 10.0% to 8.1%; average weekly earnings rose 4.6%.[13]

Two factors will affect the rates at which college academic program completors transfer into universities: university admissions and the number of students completing college academic programs. In September 1989, the B.C. universities admitted 2778 students with advanced credit from a B.C. college. This was 7% higher than the year before. In the college system,

10,834 students finished some academic studies in the Spring 1989 term.[14] This was 6% higher than the year before. Together these trends could be expected to produce a modest (1.3%) increase in the 1989 university transfer rate for college academic students, yeilding a rate of (2778 / 10834)= 30.1% in 1989.

The reasons why the 'base' university transfer rate of 39% reported by survey respondents is higher than this appears to be because:

- it includes additional transferees who transferred into their university in a Spring or Summer term; and
- it excludes some academic program 'leavers'.[15]

Analysis of the Occupational Outcomes

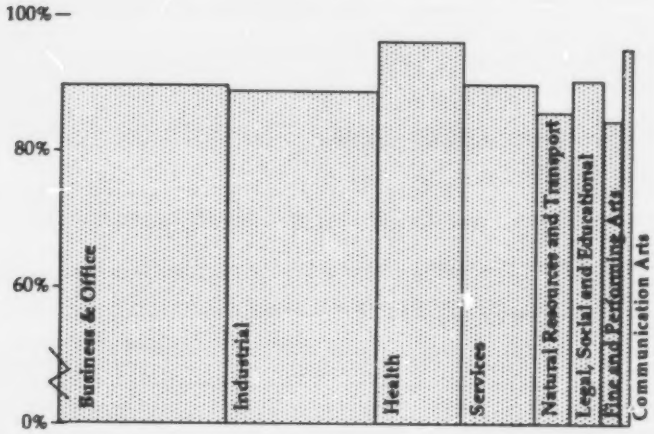
The occupational programs delivered, and the types of students taught in those programs, differ significantly between colleges. Some notable features of the system:

- 73% of all occupational completors completed their studies at a college or institute in the metropolitan Vancouver or Victoria regions
- occupational completors were, on average, 30 years old when surveyed a year after completing their studies
- The mix of male and female graduates differs significantly between program areas. For instance, on average, over 80% of all completors in Natural Resources and Industrial programs were male. At the same time, over 70% of all completors in Business, Legal Social and Educational, and Health programs were female. Over 80% of all occupational completors graduated from a type of program in which one gender predominated.
- some colleges produced most of their graduates from Health programs (e.g.. Douglas College, Cariboo College). Some others produced most of their graduates from Business programs (e.g.. College of New Caledonia, Selkirk College, Kwantlen College, Capilano College, Fraser Valley College, East Kootenay College). Some others produced most of their's from Industrial programs (e.g.. Vancouver Community College, BC Institute of Technology, Malaspina College).[16]

Graduate placement rates[17] are 85% or higher in each broad program area (*see Figure 2*). Demands in the labour market for college graduates are high, and resemble last year's.

Figure 2

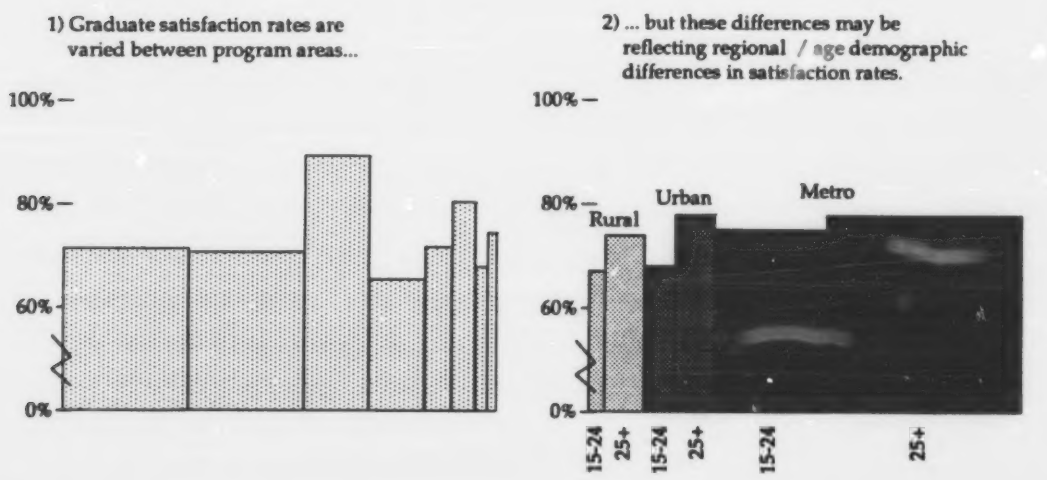
Occupational Graduate Placement Rates by Program Area



On the other hand, graduate 'satisfaction' rates for occupational programs[18], while high, continue to be more varied than placement rates between program areas. These differences between program areas in satisfaction rates may be, in part, affected by differences between the regional distributions and student demographics of program areas (*see Figure 3*).

Figure 3

Occupational Graduate Satisfaction Rates by Program Area



The Council of Chief Executive Officers (CCEO) asked the Graduate Outcomes Working Group to add, in future reports, data which would broaden the analyses to include inter-provincial comparisons. Work to enable such future analyses occurred this past year. Under the leadership of the Labour Market Policy Branch of the Ministry of Advanced Education, BC Research assessed the feasibility of linking the institution's survey research partnership with various research programs now in place provincially and federally to assess and monitor labour market supply/demand imbalances. Among other things, it assesses the additional perspectives of graduates' transitions to the labour force which would be derivable from linkages of the current institutional graduate surveying and the National Graduate Survey research program. It is anticipated that actions will be taken to implement some of these linkages for inclusion in future iterations of this report.[19]

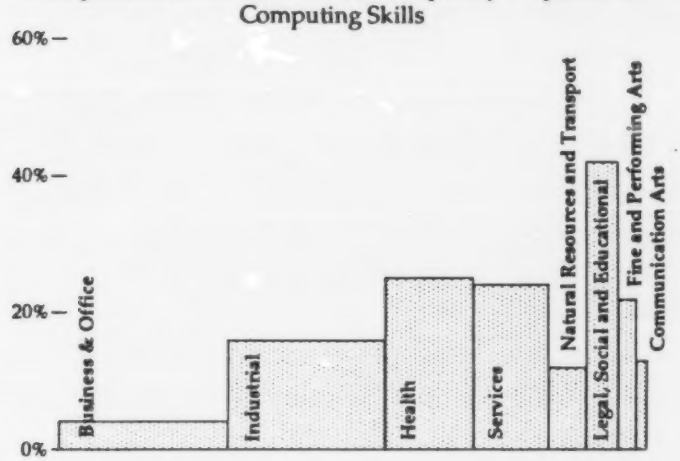
In addition, the CCEO approved the inclusion on the 1990 survey of some policy questions. These were to explore:

- the frequency with which occupational graduates use general education skills
- the graduates' perceptions of how well prepared they were to use such skills on the job
- and some general questions to help the CCEO gauge the current program and student conditions in the occupational training system[20]

Graduates rated the frequency of their use of seven general education skills. For each of these same skills, they rated how well they were prepared for their current job. The only one which elicited significantly different response patterns from the rest was 'computing skills'. For example, 5% or fewer of all responding graduates rated their adequacy of preparation in the following skills as 'not at all adequate': analytic/problem solving; oral communications; written communications; skills for learning on their own; reading; and teamwork/working with others. By contrast, 15% said they were not at all adequately prepared in their computing skills. Business was the only program area where graduates' ratings resembled the 'adequacies' reported for the other skill areas (*see Figure 4*).

Figure 4

Occupational Graduates: % 'Not Adequately Prepared' in Computing Skills



Graduates' responses to policy questions revealed some differences. In descending order of the evaluations elicited, here are the issues graduates rated (ranging from slightly 'positive' to slightly 'negative' where '1' is positive and '5' is negative):

- nature of the graduate's work is what training led him/her to expect (avg. 2.6)
- quality of equipment in their programs (avg. 2.7)
- needs for continual upgrading (avg. 2.7)
- access to financial aid (avg.2.8)
- ease of attaining upgrading courses required (avg.3)
- importance of credit portability to the universities (avg. 3.1)

(for additional details, see *Appendix 4*, pg. 43)

Analysis of the Academic Outcomes

The data which institutions collected on academic program completors and their post-college experiences includes some of the same basic program and student descriptors used in calibrating occupational outcomes (i.e. institutional size, location of studies, student ages and gender). They also include data which measure levels of student involvement in their studies.

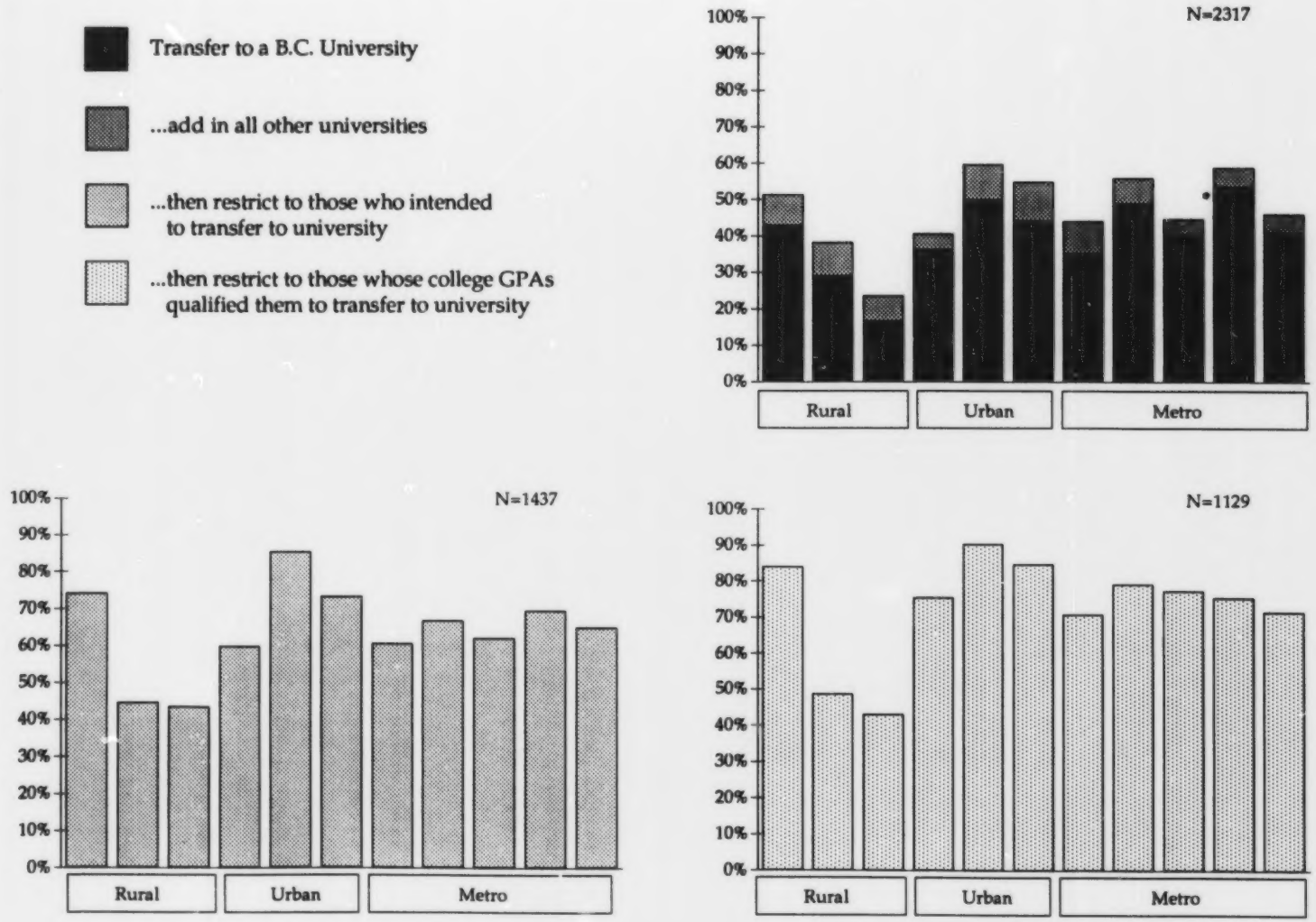
These data fuelled analyses of each of the eight academic outcomes noted above. These analyses evaluated the predictability of each of the outcomes noted above, and identified which factors most contributed to that predictability.

The analyses revealed that transfer into further studies was most predictable the more narrowly it was defined. Twenty-four percent of the variance in students' propensities to transfer to a B.C. university can be statistically predicted. Transfer to any post-secondary institution is less predictable (only 16% of the variance can be accounted for). Regardless of which type of transfer is examined, students' original intentions to transfer are the most important predictor of that transfer. This confirms and reinforces last year's conclusion that student transfer intentions are an important and reliable predictor of future post-secondary enrolments. For transfer to a B.C. university, both the number of college credits and the college GPA are also improvement variables.

Institutional differences in roles and students served are highlighted when transfer rates are controlled for some of these predictive effects. Note, (*in Figure 5*), that the addition of transfers to non-B.C. universities increases, most, the transfer rates of colleges outside the metropolitan areas where the three public universities are located. Note also that when transfer rates are controlled for all three factors -- out-or province transfers, transfer intentions, and eligibility to transfer -- patterns of institutional differences in transfer rates change. [21]

Figure 5

University Transfer Rates



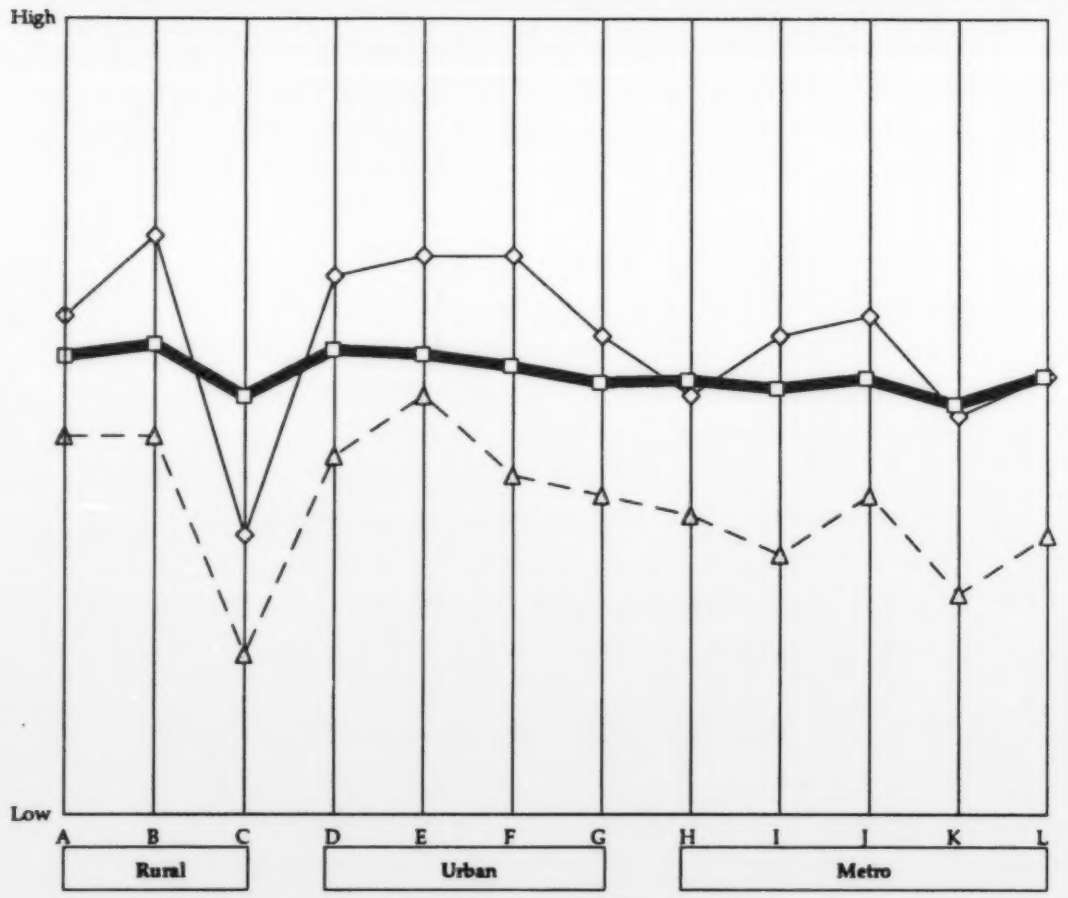
The analyses continue to reveal the following, additional relationships between academic outcomes and academic students:

- skill gains, while measured reliably, are not very predictable. The analyses could predict less than 25% of the variance in skill gains.
- former students' perceptions of the extent to which their long term career prospects were enhanced by their academic studies are not very predictable. The analyses could predict only 18% of the variance in students' perceptions.
- former students' perceptions of the worth of their academic studies are not very predictable.The analyses could predict only 18% of the variance in students' perceptions.
- unemployment is unpredictable, because so few students are unemployed
- Student involvement continues to be -- by far -- the most important predictor of all the academic outcomes measured in this project, except for transfer (which relate to students' intentions to transfer) and unemployment (which are unpredictable).
- all academic outcomes which could be predicted are related to students' college Grade Point Averages, but GPA was never the most important variable in the prediction. GPA was reliably second in importance for predicting the variability of each of these outcomes.
- cumulative college credits earned had some relation to all academic outcomes except skill gains.

Institutional differences in the extent of student involvement achieved are less pronounced than differences in the ways in which that involvement is achieved. For instance, institutional ratings on the seven individual items used to measure the overall student involvement score are more different between institutions than the overall involvement scores they contributed(*see Figure 6*). This affirms the importance of differences in institutional and student attributes in accounting for apparent differences in student outcomes.

Figure 6

Indicators of Student Involvement by Institutions



Endnotes

[1] this need is part of a continued press from Treasury Board and the Auditor General for improved public sector accountability.

[2] most of these students completed their studies in the Spring of 1988. Most of these graduates, therefore, were contacted roughly nine to twelve months after completing their studies.

[3] the representative team of institutional researchers from some of the participating institutions who set the survey guidelines and standards for their combined outcomes research initiatives

[4] of all former students, 15 % could not be reached -- the post-office returned their surveys marked 'undeliverable'. This compares with 13% for the 1989 survey.

[5] the testable variables are limited to three characteristics of the graduates surveyed -- age, gender, and college Grade Point Average (GPA). The tests used Discriminatory Analysis procedures.

[6] non-responding career / technical and vocational students, are more likely to have attended college for a shorter period of time, have slightly lower GPA's and are slightly more likely to be non-graduating completors (NGC's). However, large amounts of missing data (over 60% missing for GPA) and extreme variance in the definitions of NGC's between colleges severely limit the applicability of the non-response bias results.

[7] former academic students with low college GPAs and few credits are still slightly less likely to respond than those with high GPAs and many credits completed. Eventually, the elimination of this source of bias may require non-response intervention strategies which target these, and any other groups pre-disposed not to respond

[8] technical submission assistance is a major focus of the Graduate Outcomes Working Group in 1991. Several steps have been taken to provide further technical support and eliminate survey error due to technical problems.

[9] if NGCs are excluded, the number of 'graduates' decreases 40%, and most indicators (such as the % rating their training as definitely worthwhile) would rise 2-3%. An exception is the % who are continuing their education -- if NGC's are excluded, this rate falls by 1%.

[10] this indicator does not include those who rated their training as 'worthwhile to some extent' because virtually all graduates in all programs report some value in their college studies. The purpose of this more narrowly devised indicator is to enable comparisons across program areas using a measure which highlights more pronounced inter-program variances.

[11] each respondent reported the extent to which they felt they had improved their: written communication skills; oral communication skills; reading skills; analytic/problem solving skill; and study skills. The answers to these questions were summed to create an overall 'skill gains score'. This produced a statistically superior indicator of skill gain than any one of its component parts.

[12] readers are cautioned against making strict comparisons between the academic outcomes rates reported in this year's and last year's reports...apparent declines in these rates appear to be due to significant differences in the populations surveyed for the two reports, *not* any appreciable change in the rates themselves or the conditions (such as university admissions or numbers of college completors) which might affect them.

[13] Source: Labour Market Policy Branch, B.C. Ministry of Advanced Education, Training and Technology.

[14] these 'finishers' are defined as those who were enrolled in a college academic program in the Spring term and were no longer enrolled in *any* program at that same college by the following Fall. This includes some students who, in finishing, may not have completed any credits.

[15] there are some significant differences, within institutions, between the numbers of academic program completors surveyed as part of this project and the numbers of academic program leavers identifiable from the Link File. The Graduate Outcomes Working Group plans to address this issue in its 1991 workplan.

[16] for additional details, see Appendix 1,pg. 17

[17] defined, for this discussion, as the % of job seeking graduates who got a training related job sometime in the 9-12 months following graduation

[18] defined, for this discussion, as the % of all graduates who, a year after graduating, rated their college studies as 'definitely worthwhile'

[19] for further details of this feasibility study, see Labour Market Policy Branch, Ministry of Advanced Education, Training and Technology, Labour Market Data Linkages Project Report, (forthcoming).

[20] VCC and four programs from Okanagan College are the only instances in which responses to these additional questions are not available this year

[21] Two important notes, here. First, the two colleges with transfer rates consistently lower than other colleges' include one college for which student migration into Alberta universities is likely significantly greater than the norm (and the survey results may not now be adequately capturing that migration). It also includes a college which has some unique conditions which may be affecting either the quality of their data and/or the actual transfer rates which might be expected. Second, in a recent report of Link File data, a B.C. university transfer rate of 15-17% was calculated for Kwantlen College. These survey results -- the first available from Kwantlen -- produce transfer rates which resemble those of other Lower Mainland colleges. Further work with Kwantlen College officials is needed to determine the precise source of these discrepancies.

Appendix 1:

Career / Technical and Vocational

Graduate Outcomes - 1990

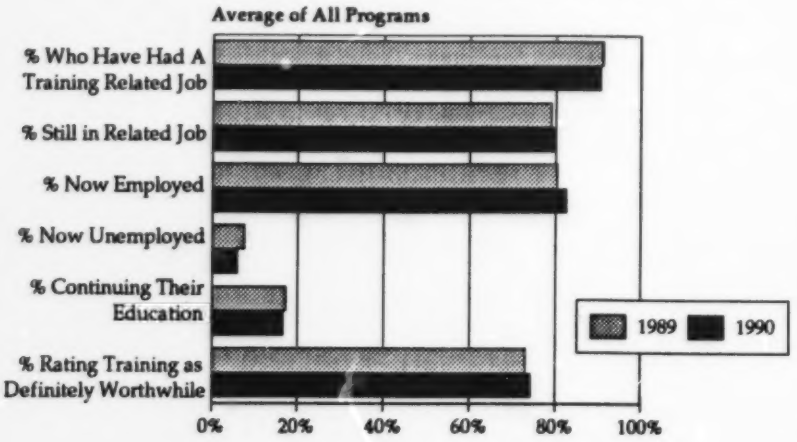
TABLE 1: Attributes of Occupational Program Completors by Major Program Area

	MAJOR PROGRAM AREA									
	Natural Resources and Transport.	Industrial	Business and Office	Commun. Arts	Services	Legal, Social Educational	Health	Fine & Performing Arts	Total	
INSTITUTION (Row %)										
BCIT	6%	46%	20%	2%	16%		9%		3091	(100%)
Camosun	6%	27%	30%	1%	11%	8%	16%	2%	1734	(100%)
Capilano	2%	3%	48%	3%	5%	11%	13%	14%	684	(100%)
Cariboo	2%	16%	16%	3%	11%	13%	34%	5%	268	(100%)
College of New Caledonia	3%	22%	43%		5%	2%	25%		548	(100%)
Douglas		2%	31%			25%	37%	5%	620	(100%)
East Kootenay		13%	74%				14%		447	(100%)
Fraser Valley	6%	18%	34%			13%	23%	5%	465	(100%)
Kwantlen		17%	45%	8%			24%	6%	642	(100%)
Malaspina	18%	43%	7%		22%	6%	3%	1%	516	(100%)
North Island	46%	8%	22%		21%		2%		740	(100%)
Northern Lights	1%	24%	62%		4%		9%		138	(100%)
Okanagan		27%	35%		6%	4%	24%	5%	773	(100%)
Selkirk	13%	20%	37%	8%	6%	8%	8%	1%	358	(100%)
VCC		28%	19%	2%	21%	7%	16%	6%	2802	(100%)
All Institutions	6%	27%	29%	2%	12%	6%	16%	3%		
Valid 'N'	851	3705	3954	260	1711	764	2148	433	13826	(100%)
GENDER (Column %)										
MALE	84%	95%	26%	52%	52%	24%	11%	51%	6704	(50%)
FEMALE	16%	5%	74%	48%	48%	76%	89%	49%	6698	(50%)
VALID 'N'	838	3592	3793	258	1636	756	2113	416	13402	
AVERAGE AGE	30.8	29.2	29	28.6	29.3	31.2	32.1	28.9	29.8	
VALID 'N'	815	3539	3453	230	1581	681	2016	330	12645	
GEOGRAPHIC REGION (Row %)										
METRO B.C.	3%	29%	26%	2%	13%	6%	16%	4%	10038	(100%)
URBAN	5%	28%	28%	0%	10%	5%	20%	3%	2105	(100%)
RURAL	23%	13%	42%	2%	11%	2%	7%	0%	1683	(100%)
ALL REGIONS	6%	27%	29%	2%	12%	6%	16%	3%		
VALID 'N'	851	3705	3954	260	1711	764	2148	433	13826	(100%)

Summary By Major Program Area

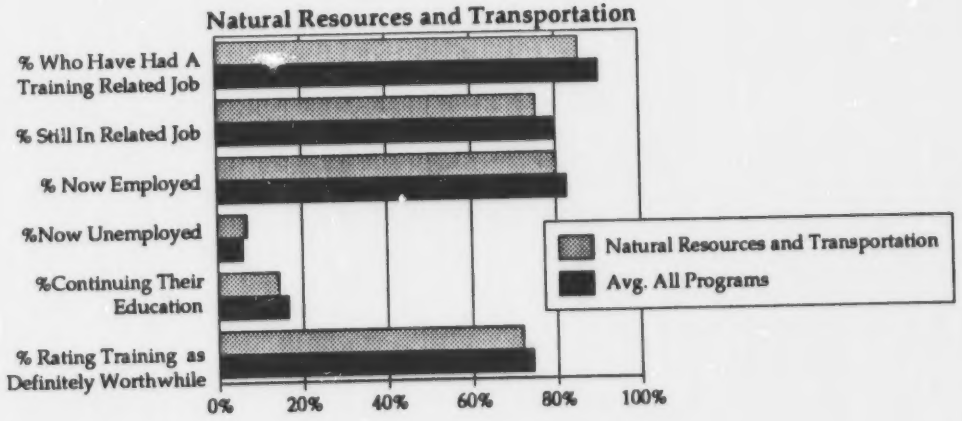
	Number surveyed	Response rate (%)	PLACEMENT INDICATORS: % Job seekers who have had a related job	PLACEMENT INDICATORS: % Job seekers still in related job	CURRENT ACTIVITY: % Now employed	CURRENT ACTIVITY: % Now unemployed and looking for work	CURRENT ACTIVITY: % Continuing their education	% Rating training as definitely worthwhile
Natural Resources and Transportation	751	49.0	85.8	75.5	80.2	7.1	14.6	71.9
Industrial	3623	27.2	89.1	76.7	80.3	9.4	16.3	70.7
Business and Office	3926	35.8	89.9	80.9	84.6	5.1	16.9	71.4
Communication Arts	260	31.7	95.3	85.9	84.3	4.3	5.7	74.6
Services	1711	22.6	90.0	74.1	81.7	6.3	17.0	65.4
Legal, Social and Educational	693	36.2	90.5	74.5	77.9	6.6	27.2	80.4
Health	2148	32.0	96.4	89.0	87.9	2.3	12.8	89.2
Fine and Performing Arts	363	27.7	85.0	60.0	67.9	10.7	29.8	67.9
Unique Programs	351	30.2	86.7	77.1	78.7	7.9	22.5	79.7
TOTAL, ALL PROGRAMS	13826	31.3	90.5	79.6	82.7	6.1	16.8	74.3

Occupational Outcomes : 1989 and 1990



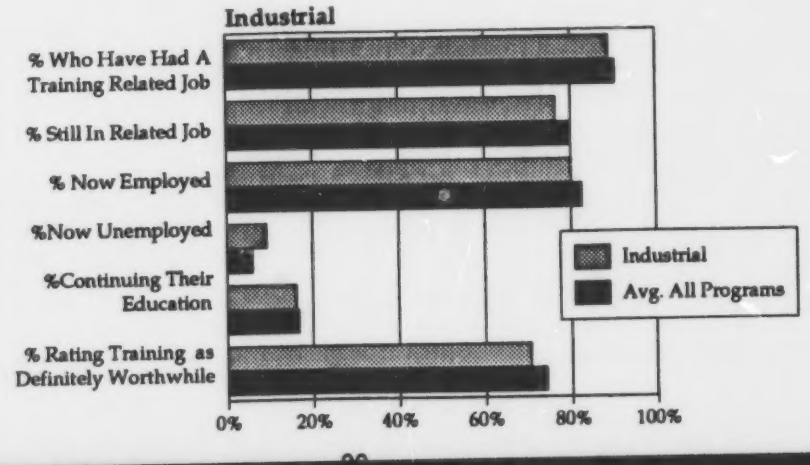
Natural Resources and Transportation

	Number surveyed	Response rate (%)	PLACEMENT INDICATORS: % Job seekers who have had a related job	PLACEMENT INDICATORS: % Job seekers still in related job	CURRENT ACTIVITY: % Now employed	CURRENT ACTIVITY: % Now unemployed and looking for work	CURRENT ACTIVITY: % Continuing their education	% Rating training as definitely worthwhile
FOREST RESOURCES	158	45.6	97.0	84.8	73.1	7.5	19.4	76.7
MARINE RELATED	123	33.7	94.3	85.7	85.3	0.0	11.8	71.0
AGRICULTURE RELATED	107	40.4	81.6	73.7	85.0	5.0	15.0	58.8
LAND AND AIR TRANSPORT	363	82.6	72.3	61.5	81.7	11.3	11.3	75.0
SUB - TOTAL - NATURAL RESOURCES AND TRANSPORTATION	751	49.0	85.8	75.5	80.2	7.1	14.6	71.9



Industrial

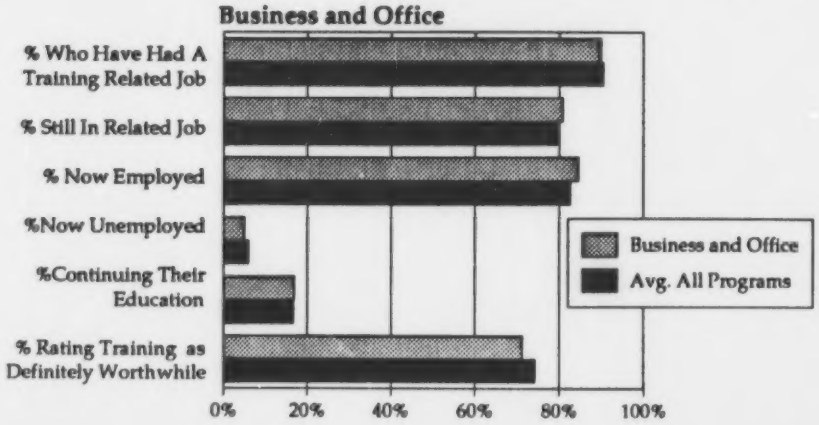
	Number surveyed	Response rate (%)	PLACEMENT INDICATORS: % Job seekers who have had a related job	PLACEMENT INDICATORS: % Job seekers still in related job	CURRENT ACTIVITY: % Now employed	CURRENT ACTIVITY: % Now unemployed and looking for work	CURRENT ACTIVITY: % Continuing their education	% Rating training as definitely worthwhile
COMPUTER AIDED DRAFTING	189	21.0	97.2	94.4	91.9	2.7	8.1	86.5
METAL TRADES RELATED	403	19.6	96.6	81.4	78.1	7.8	15.6	65.4
ELECTRONICS TECHNOLOGIES	192	29.4	95.9	93.9	92.3	1.9	19.2	93.9
AUTO MECHANICS	315	18.5	93.9	79.6	86.8	3.8	24.5	57.1
ELECTRONICS TECHNICIAN	126	22.0	91.3	73.9	69.2	11.5	15.4	77.3
ENGINEERING TECHNOLOGIES	111	32.3	90.6	87.5	90.6	3.1	25.0	88.9
ELECTRICAL/ELECTRONICS RELATED	159	32.6	90.2	73.2	88.6	4.5	9.1	57.9
MECHANICAL RELATED	398	31.8	90.0	71.0	77.9	12.5	13.5	77.0
WELDING	214	34.1	89.8	66.1	68.9	14.8	16.4	80.8
AUTO & HEAVY DUTY MECH.	196	22.2	88.6	77.1	86.8	10.5	13.2	62.2
DRAFTING	106	35.4	87.5	81.3	79.4	8.8	17.6	73.3
HEAVY DUTY MECHANIC	99	33.7	87.1	74.2	84.4	9.4	25.0	62.1
CONSTRUCTION RELATED	293	28.0	86.4	80.3	70.0	10.0	22.9	71.4
POWER ENGINEERING	258	32.3	84.7	76.4	81.1	8.1	17.6	74.2
TRAC	439	27.8	82.5	67.0	76.7	17.5	9.7	52.4
ELECTRICAL	125	27.3	80.0	70.0	80.0	6.7	16.7	60.0
SUB - TOTAL - INDUSTRIAL	3623	27.2	89.1	76.7	80.3	9.4	16.3	70.7



BC RESEARCH

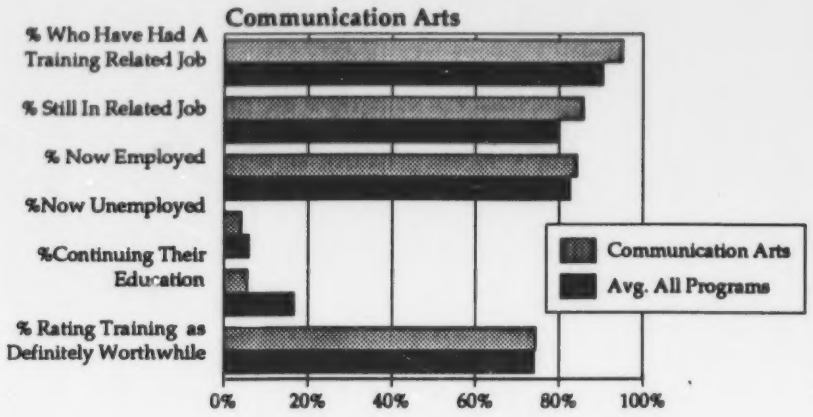
Business and Office

	Number surveyed	Response rate (%)	PLACEMENT INDICATORS: % Job seekers who have had a related job	PLACEMENT INDICATORS: % Job seekers still in related job	CURRENT ACTIVITY: % Now employed	CURRENT ACTIVITY: % Now unemployed and looking for work	CURRENT ACTIVITY: % Continuing their education	% Rating training as definitely worthwhile
ADMINISTRATIVE MANAGEMENT	78	50.0	100.0	94.4	100.0	0.0	36.1	76.5
LEGAL STENOGRAPHER	197	35.4	100.0	93.4	93.7	1.6	6.3	69.5
COMPUTER SYSTEMS	175	41.9	96.9	92.2	95.4	3.1	3.1	90.0
COMP. SCI/DATA PROC.(GENERAL)	89	60.8	95.5	81.8	82.2	4.4	22.2	92.3
MEDICAL OFFICE TRAINING	129	31.7	94.1	79.4	76.3	7.9	13.2	73.0
MARKETING RELATED	73	45.5	93.1	79.3	86.7	0.0	16.7	75.9
MEDICAL/DENTAL ADMN.	75	39.1	92.0	84.0	88.9	3.7	7.4	75.0
CLERK-TYPIST	84	35.2	91.7	75.0	76.0	12.0	20.0	66.7
ADMINISTRATION (GENERAL)	610	33.5	90.9	85.4	85.3	2.3	27.7	72.6
MARKETING	267	32.3	90.8	89.5	87.5	0.0	18.8	76.6
WORD PROCESSING	118	36.0	90.2	75.6	78.0	9.8	12.2	83.8
FINANCE/INSURANCE/REALTY	171	31.7	90.0	90.0	90.2	2.0	51.0	84.8
OFFICE ADMIN. (GENERAL)	745	33.6	89.6	82.1	83.9	5.4	11.3	63.9
SECRETARIAL	934	37.5	84.2	71.5	79.7	8.7	10.3	62.9
ACCOUNTING	181	26.1	75.6	58.5	83.3	9.5	28.6	60.0
SUB - TOTAL - BUSINESS AND OFFICE	3926	35.8	89.9	80.9	84.6	5.1	16.9	71.4



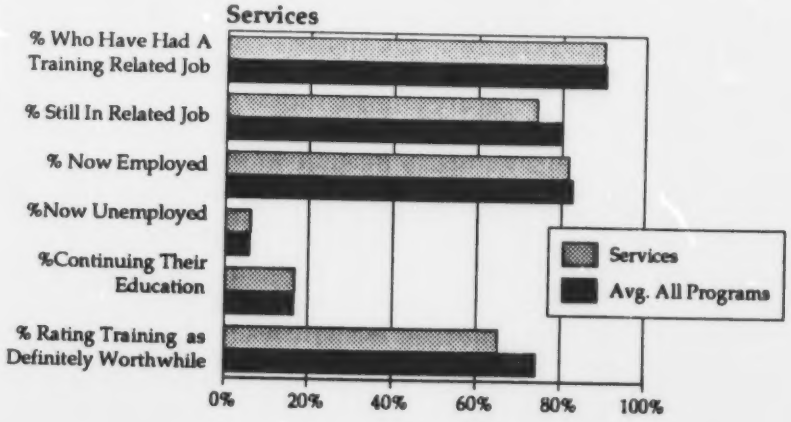
Communication Arts

	Number surveyed	Response rate (%)	PLACEMENT INDICATORS: % Job seekers who have had a related job	PLACEMENT INDICATORS: % Job seekers still in related job	CURRENT ACTIVITY: % Now employed	CURRENT ACTIVITY: % Now unemployed and looking for work	CURRENT ACTIVITY: % Continuing their education	% Rating training as definitely worthwhile
COMMUNICATION ARTS (GENERAL)	127	34.6	100.0	84.8	86.1	5.6	2.8	78.1
JOURNALISM / BROADCAST	133	29.1	90.3	87.1	82.4	2.9	8.8	70.4
SUB - TOTAL - COMMUNICATION ARTS	260	31.7	95.3	85.9	84.3	4.3	5.7	74.6



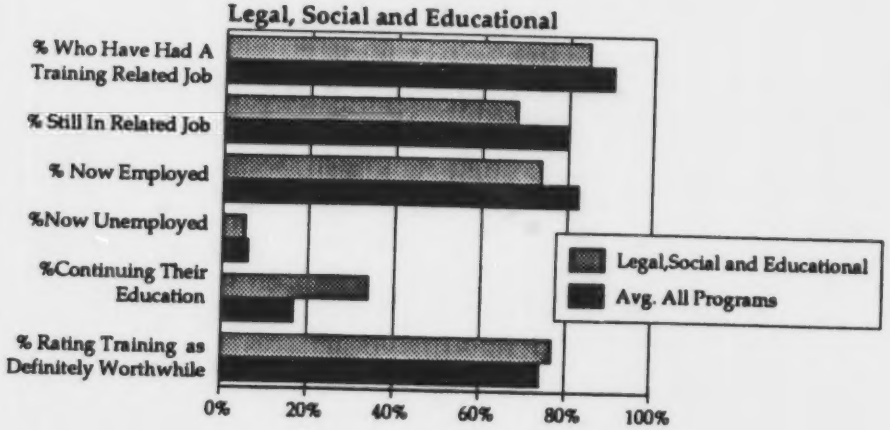
Services

	Number surveyed	Response rate (%)	PLACEMENT INDICATORS: % Job seekers who have had a related job	PLACEMENT INDICATORS: % Job seekers still in related job	CURRENT ACTIVITY: % Now employed	CURRENT ACTIVITY: % Now unemployed and looking for work	CURRENT ACTIVITY: % Continuing their education	% Rating training as definitely worthwhile
HAIRDRESSING	151	20.1	100.0	88.9	96.3	3.7	7.4	95.5
COOKING	542	19.0	92.1	71.9	81.3	4.4	15.4	66.7
HOTEL ADMINISTRATION	109	38.0	90.9	72.7	78.9	5.3	15.8	37.8
MEAT PROCESSING	136	20.2	88.0	84.0	84.0	16.0	8.0	79.2
SERVICES RELATED	644	24.5	87.3	71.6	81.5	5.6	20.4	63.8
BAKING	129	22.4	84.0	68.0	71.4	10.7	28.6	68.0
SUB - TOTAL - SERVICES	1711	22.6	90.0	74.1	81.7	6.3	17.0	65.4



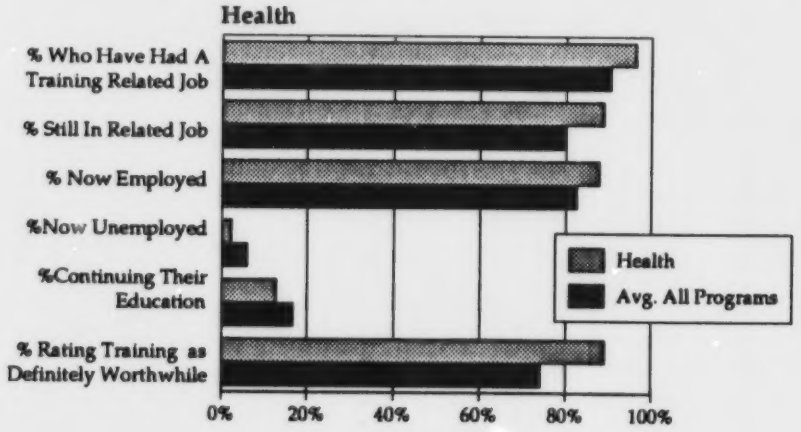
Legal, Social and Educational

	Number surveyed	Response rate (%)	PLACEMENT INDICATORS		CURRENT ACTIVITY			
			% Job seekers who have had a related job	% Job seekers still in related job	% Now employed	% Now unemployed and looking for work	% Continuing their education	% Rating training as definitely worthwhile
EARLY CHILDHOOD EDUCATION	124	43.1	97.8	80.0	81.8	6.8	22.7	85.4
SOCIAL SERVICE WORKER	213	29.3	94.3	81.1	75.0	12.5	17.9	82.0
LEGAL SERVICES	155	28.8	86.1	69.4	85.0	0.0	32.5	78.8
LEGAL & SOCIAL SERV. (GENERAL)	201	46.8	84.8	68.2	74.0	5.5	34.2	76.9
SUB - TOTAL - LEGAL, SOCIAL AND EDUCATIONAL	693	36.2	90.5	74.5	77.9	6.6	27.2	80.4



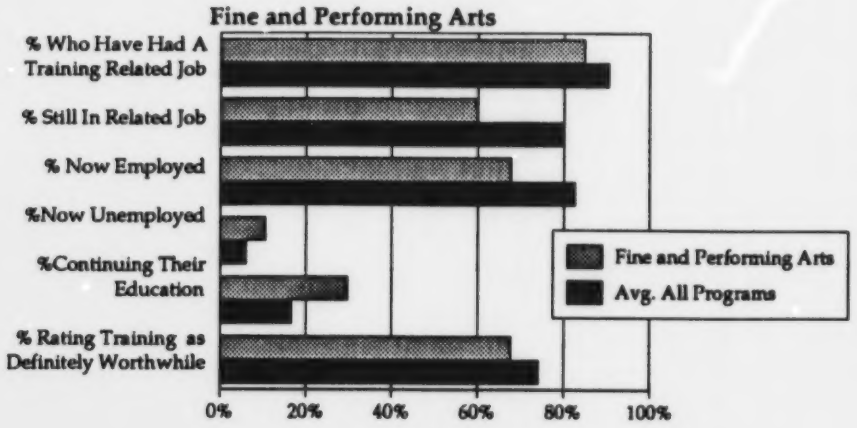
Health

	Number surveyed	Response rate (%)	PLACEMENT INDICATORS: % Job seekers who have had a related job	PLACEMENT INDICATORS: % Job seekers still in related job	CURRENT ACTIVITY: % Now employed	CURRENT ACTIVITY: % Now unemployed and looking for work	CURRENT ACTIVITY: % Continuing their education	% Rating training as definitely worthwhile
DIPLOMA NURSING (REGIST.)	352	34.7	100.0	96.2	88.0	0.0	14.8	91.7
MEDICAL TECHNOLOGIES	182	34.1	98.2	98.2	94.8	0.0	13.8	92.9
NURSING (GENERAL)	492	21.8	96.5	87.2	82.8	2.2	20.4	85.7
PRACTICAL NURSE	125	25.9	96.4	96.4	93.1	0.0	20.7	84.0
DENTAL ASSISTANT	215	47.5	95.2	83.3	90.5	3.6	6.0	87.0
LONG TERM CARE	583	33.7	95.2	85.5	88.4	2.9	9.9	91.9
HEALTH RELATED (GENERAL)	199	33.0	92.7	83.6	81.0	6.9	10.3	84.6
SUB - TOTAL - HEALTH	2148	32.0	96.4	89.0	87.9	2.3	12.8	89.2



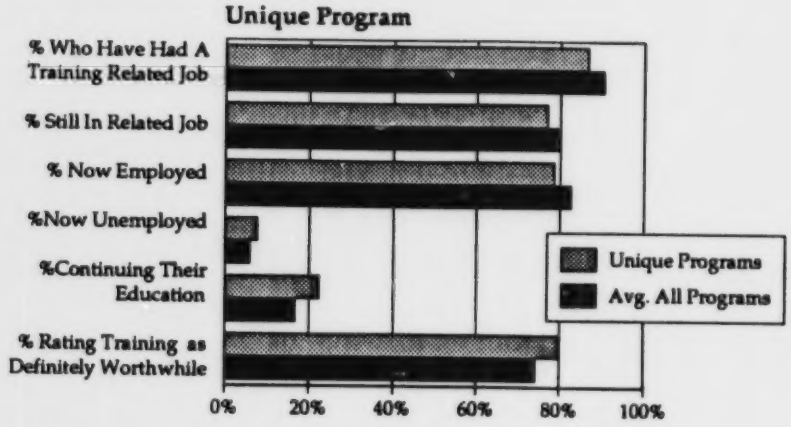
Fine and Performing Arts

	Number surveyed	Response rate (%)	PLACEMENT INDICATORS: % Job seekers who have had a related job	PLACEMENT INDICATORS: % Job seekers still in related job	CURRENT ACTIVITY: % Now employed	CURRENT ACTIVITY: % Now unemployed and looking for work	CURRENT ACTIVITY: % Continuing their education	% Rating training as definitely worthwhile
PERFORMING ARTS	226	13.9	88.2	52.9	80.8	11.5	23.1	66.7
VISUAL/FINE ARTS	137	50.0	83.7	62.8	62.1	10.3	32.8	68.5
SUB - TOTAL - FINE AND PERFORMING ARTS	363	27.7	85.0	60.0	67.9	10.7	29.8	67.9



Unique Programs Too Small to Report Individually

	Number surveyed	Response rate (%)	PLACEMENT INDICATORS		CURRENT ACTIVITY			
			% Job seekers who have had a related job	% Job seekers still in related job	% Now employed	% Now unemployed and looking for work	% Continuing their education	% Rating training as definitely worthwhile
UNIQUE PROGRAMS TOO SMALL TO REPORT INDIVIDUALLY	351	30.2	86.7	77.1	78.7	7.9	22.5	79.7
SUB - TOTAL - UNIQUE PROGRAMS	351	30.2	86.7	77.1	78.7	7.9	22.5	79.7



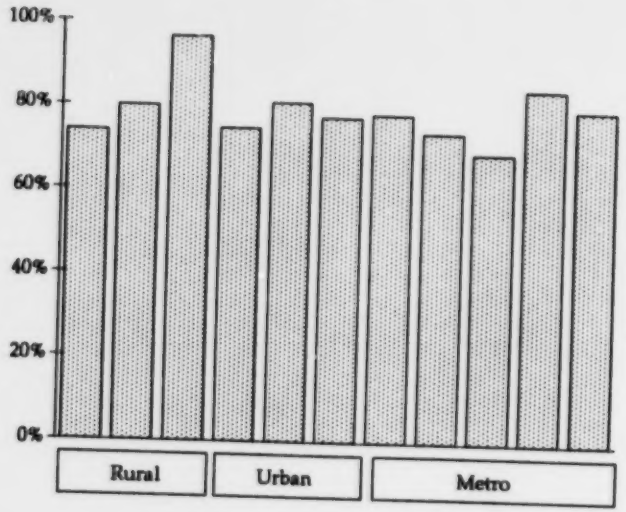
Appendix 2:

Arts and Sciences Outcomes - 1990

By Grade Point Average

	N	TRANSFER			SKILL GAIN	EMPLOYMENT		SATISFACTION	
		Transferred to B.C. Univ.	Transferred to B.C. Univ. or Coll/Inst	Transferred Anywhere	% Some or Substantial Skill Gains	% Rating as Career Enhancing	Unemployed and Looking for Work	% Increased Interest in Learning	% Rating as Worthwhile
GRADE POINT AVERAGE									
0.00 to 1.49	160	5.0%	41.9%	49.4%	40.0%	55.6%	3.9%	61.9%	61.3%
1.50 to 2.24	315	17.1%	47.9%	54.9%	60.9%	75.6%	4.2%	78.7%	81.0%
2.25 to 2.99	729	47.2%	67.8%	75.2%	65.4%	79.4%	3.1%	84.9%	88.5%
3.00 or More	1108	44.5%	59.5%	66.6%	65.4%	81.9%	2.8%	87.1%	92.2%
AVERAGE, ALL GROUPS	2312	41.1%	60.6%	67.7%	63.6%	79.2%	2.9%	84.6%	71.0%

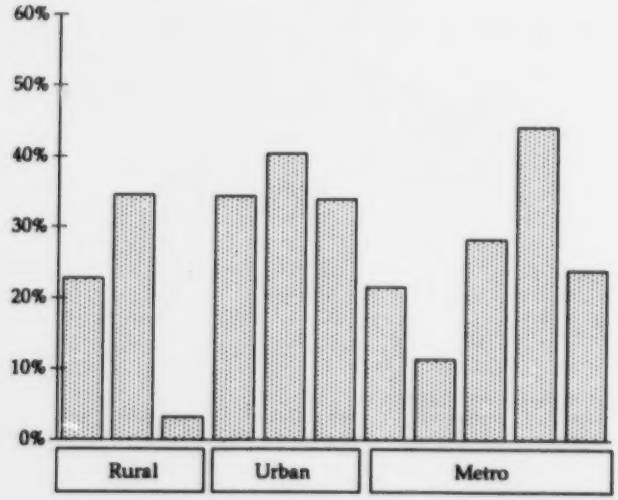
% With College GPA Higher than 2.25 by College



By Number of Courses Completed

	N	TRANSFER			SKILL GAIN	EMPLOYMENT		SATISFACTION	
		Transferred to B.C. Univ.	Transferred to B.C. Univ. or Coll/Inst	Transferred Anywhere	% Some or Substantial Skill Gains	% Rating as Career Enhancing	Unemployed and Looking for Work	% Increased Interest in Learning	% Rating as Worthwhile
NUMBER OF COURSES COMPLETED									
Less Than 3.0 Courses	575	15.5%	40.0%	45.7%	46.5%	69.6%	3.2%	77.9%	83.8%
3 to 8 Courses	544	21.5%	51.1%	58.8%	59.3%	74.4%	4.2%	79.4%	85.1%
8 to 14 Courses	595	52.4%	69.4%	78.8%	64.0%	80.3%	2.7%	85.9%	89.4%
More Than 14 Courses	598	63.7%	75.1%	81.3%	79.7%	88.8%	2.5%	90.1%	90.5%
AVERAGE, ALL GROUPS	2312	41.1%	60.6%	67.7%	63.6%	79.2%	2.9%	84.6%	71.0%

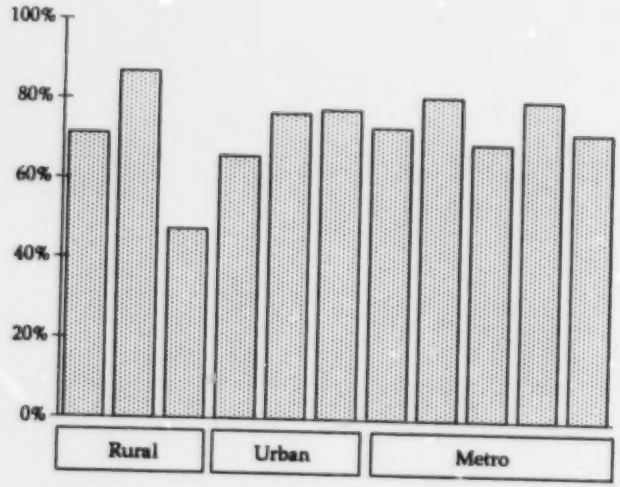
% Completing More Than 14 Courses by College



By Intentions

	N	TRANSFER			SKILL GAIN	EMPLOYMENT		SATISFACTION	
		Transferred to B.C. Univ.	Transferred to B.C. Univ. or Coll/Inst	Transferred Anywhere	% Some or Substantial Skill Gains	% Rating as Career Enhancing	Unemployed and Looking for Work	% Increased Interest in Learning	% Rating as Worthwhile
INTENTIONS									
University Transfer	1966	53.7%	71.6%	80.0%	66.1%	80.3%	2.3%	85.2%	89.4%
Short-Term Job-Related	243	13.6%	39.1%	44.0%	64.9%	86.3%	5.0%	85.9%	88.1%
Long-Term Career-Related	235	16.2%	48.5%	52.3%	59.1%	78.2%	6.5%	85.5%	86.4%
Personal Interest	299	8.4%	24.7%	28.8%	48.3%	69.2%	2.1%	82.6%	90.2%
AVERAGE, ALL GROUPS	2743	41.1%	60.6%	67.7%	63.6%	79.2%	2.9%	84.6%	71.0%

% Reporting an Intention to Transfer to University by College



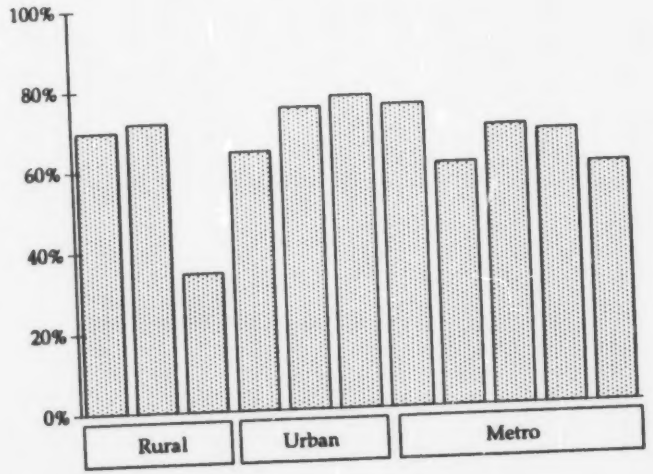
By Involvement

	N	TRANSFER			SKILL GAIN	EMPLOYMENT		SATISFACTION	
		Transferred to B.C. Univ.	Transferred to B.C. Univ. or Coll/Inst	Transferred Anywhere	% Some or Substantial Skill Gains	% Rating as Career Enhancing	Unemployed and Looking for Work	% Increased Interest in Learning	% Rating as Worthwhile
INVOLVEMENT									
Very Low Involvement	585	33.8%	58.3%	63.2%	32.5%	63.1%	3.8%	70.4%	81.3%
Low Involvement	676	38.3%	59.3%	65.4%	58.4%	75.4%	3.0%	83.9%	90.2%
High Involvement	711	47.3%	63.6%	71.3%	73.4%	87.8%	3.0%	91.7%	92.3%
Very High Involvement	663	50.5%	67.0%	75.9%	85.8%	93.2%	2.2%	95.6%	93.5%
AVERAGE, ALL GROUPS	2635	41.1%	60.6%	67.7%	63.6%	79.2%	2.9%	84.6%	71.0%

By Source Institution

	N	TRANSFER			SKILL GAIN	EMPLOYMENT		SATISFACTION	
		Transferred to B.C. Univ.	Transferred to B.C. Univ. or Coll/Inst	Transferred Anywhere	% Some or Substantial Skill Gains	% Rating as Career Enhancing	Unemployed and Looking for Work	% Increased Interest in Learning	% Rating as Worthwhile
SOURCE INSTITUTION									
Secondary School	1745	45.4%	65.3%	72.7%	66.6%	79.6%	2.8%	85.2%	88.2%
College or Institution	582	30.2%	55.3%	62.5%	62.9%	79.1%	4.1%	86.8%	89.1%
University	402	43.8%	55.0%	61.4%	49.2%	80.1%	1.8%	81.1%	93.2%
AVERAGE, ALL GROUPS	2729	41.1%	60.6%	67.7%	63.6%	79.2%	2.9%	84.6%	71.0%

% Entering College From a Secondary School by College



Appendix 3:

Skill Use and Adequacy of Preparation

Career / Technical and Vocational

Graduate Outcomes - 1990

How often do you use your education/training?

Written Communication Skills

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	191	3.2	15%	10%	34%	18%	23%
INDUSTRIAL	545	3.1	15%	12%	39%	14%	21%
BUSINESS / OFFICE	886	3.8	4%	6%	34%	16%	40%
COMMUNICATION ARTS	52	3.8	13%	4%	19%	17%	46%
SERVICES	178	3.2	15%	10%	42%	10%	24%
LEGAL, SOCIAL, EDUCATIONAL	165	4	4%	3%	27%	18%	48%
HEALTH	407	4	5%	6%	26%	12%	51%
FINE & PERFORMING ARTS	61	3.3	13%	11%	36%	10%	30%
TOTAL, ALL PROGRAMS	2485	3.6	9%	8%	34%	14%	35%

How adequately prepared were you for entering your job?

Written Communication Skills

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	183	3.9	4%	3%	28%	29%	36%
INDUSTRIAL	508	3.6	6%	6%	36%	22%	30%
BUSINESS / OFFICE	824	3.9	3%	3%	31%	28%	35%
COMMUNICATION ARTS	49	3.7	4%		41%	31%	24%
SERVICES	167	3.5	8%	7%	37%	20%	29%
LEGAL, SOCIAL, EDUCATIONAL	150	4.1	3%	3%	24%	25%	45%
HEALTH	404	4.1	2%	2%	27%	21%	47%
FINE & PERFORMING ARTS	53	3.5	8%	9%	32%	25%	26%
TOTAL, ALL PROGRAMS	2338	3.8	4%	4%	31%	25%	36%

How often do you use your education/training?

Oral Communication Skills

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	191	3.6	10%	12%	21%	20%	36%
INDUSTRIAL	537	3.9	5%	5%	27%	17%	46%
BUSINESS / OFFICE	876	4.3	2%	5%	18%	14%	61%
COMMUNICATION ARTS	52	4.3	2%	4%	15%	19%	60%
SERVICES	179	4.1	6%	4%	22%	12%	56%
LEGAL, SOCIAL, EDUCATIONAL	164	4.5	1%	2%	12%	14%	70%
HEALTH	401	4.6	3%	1%	9%	10%	76%
FINE & PERFORMING ARTS	65	3.9	5%	5%	31%	18%	42%
TOTAL, ALL PROGRAMS	2465	4.2	4%	5%	19%	15%	58%

How adequately prepared were you for entering your job?

Oral Communication Skills

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	175	3.7	3%	7%	34%	29%	27%
INDUSTRIAL	503	3.8	4%	7%	31%	28%	31%
BUSINESS / OFFICE	815	3.8	3%	6%	30%	26%	35%
COMMUNICATION ARTS	49	3.8	2%	2%	39%	33%	24%
SERVICES	169	3.8	7%	5%	28%	22%	38%
LEGAL, SOCIAL, EDUCATIONAL	149	4.2	3%	1%	17%	28%	51%
HEALTH	398	4.2	1%	2%	22%	24%	51%
FINE & PERFORMING ARTS	57	3.7	7%	7%	30%	23%	33%
TOTAL, ALL PROGRAMS	2315	3.9	3%	5%	28%	26%	37%

How often do you use your education/training?

Reading Skills

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	188	3.4	10%	15%	26%	21%	29%
INDUSTRIAL	537	3.5	8%	9%	34%	18%	30%
BUSINESS / OFFICE	870	3.8	5%	6%	30%	17%	42%
COMMUNICATION ARTS	51	3.9	8%	4%	24%	16%	49%
SERVICES	177	3.3	14%	10%	34%	14%	28%
LEGAL, SOCIAL, EDUCATIONAL	160	4	4%	6%	26%	21%	44%
HEALTH	388	3.8	7%	8%	28%	13%	43%
FINE & PERFORMING ARTS	59	3.6	10%	10%	25%	20%	34%
TOTAL, ALL PROGRAMS	2430	3.7	7%	8%	30%	17%	38%

How adequately prepared were you for entering your job?

Reading Skills

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	172	3.8	6%	8%	21%	27%	38%
INDUSTRIAL	498	3.9	5%	4%	28%	26%	38%
BUSINESS / OFFICE	806	3.9	3%	5%	29%	23%	40%
COMMUNICATION ARTS	47	3.7	4%	4%	36%	23%	32%
SERVICES	165	3.6	11%	6%	31%	15%	37%
LEGAL, SOCIAL, EDUCATIONAL	144	4	4%	6%	19%	24%	47%
HEALTH	382	4	5%	4%	25%	21%	45%
FINE & PERFORMING ARTS	52	3.4	8%	17%	33%	13%	29%
TOTAL, ALL PROGRAMS	2266	3.9	5%	5%	27%	23%	40%

How often do you use your education/training?

Analytic/Problem Solving Skills

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	187	3.7	7%	7%	27%	22%	36%
INDUSTRIAL	551	3.9	5%	5%	26%	19%	44%
BUSINESS / OFFICE	870	3.8	6%	6%	27%	21%	40%
COMMUNICATION ARTS	52	3.9	4%	12%	23%	17%	44%
SERVICES	178	3.7	7%	8%	31%	12%	41%
LEGAL, SOCIAL, EDUCATIONAL	164	4.2	2%	5%	16%	25%	51%
HEALTH	391	4.1	4%	6%	20%	21%	49%
FINE & PERFORMING ARTS	62	3.9	11%	3%	18%	21%	47%
TOTAL, ALL PROGRAMS	2455	3.9	6%	6%	25%	20%	43%

How adequately prepared were you for entering your job?

Analytic/Problem Solving Skills

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	173	3.7	6%	6%	29%	31%	27%
INDUSTRIAL	519	3.9	3%	6%	26%	28%	38%
BUSINESS / OFFICE	815	3.7	4%	6%	33%	27%	31%
COMMUNICATION ARTS	49	3.4	6%	12%	35%	29%	18%
SERVICES	168	3.6	11%	6%	26%	28%	30%
LEGAL, SOCIAL, EDUCATIONAL	147	4	3%	5%	20%	35%	37%
HEALTH	390	4.1	2%	4%	23%	27%	44%
FINE & PERFORMING ARTS	55	3.7	5%	7%	27%	27%	33%
TOTAL, ALL PROGRAMS	2316	3.8	4%	6%	28%	28%	34%

How often do you use your education/training?

Skills For Learning On Your Own

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	192	3.9	5%	6%	24%	28%	37%
INDUSTRIAL	551	4	4%	5%	23%	25%	44%
BUSINESS / OFFICE	873	4.1	3%	5%	22%	21%	49%
COMMUNICATION ARTS	52	4.1	6%	4%	12%	35%	44%
SERVICES	182	4	4%	4%	24%	21%	47%
LEGAL, SOCIAL, EDUCATIONAL	159	4.1	4%	3%	19%	25%	48%
HEALTH	389	4	3%	4%	26%	23%	44%
FINE & PERFORMING ARTS	64	4.2	5%	3%	16%	17%	59%
TOTAL, ALL PROGRAMS	2462	4	4%	4%	23%	23%	46%

How adequately prepared were you for entering your job?

Skills For Learning On Your Own

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	177	3.8	5%	6%	27%	36%	27%
INDUSTRIAL	517	4	2%	4%	24%	31%	39%
BUSINESS / OFFICE	817	3.9	3%	6%	24%	26%	41%
COMMUNICATION ARTS	48	3.9	4%	4%	21%	35%	35%
SERVICES	172	3.9	4%	3%	31%	22%	40%
LEGAL, SOCIAL, EDUCATIONAL	141	4.1	4%	4%	19%	30%	43%
HEALTH	386	4.1	1%	4%	23%	26%	45%
FINE & PERFORMING ARTS	56	3.9	2%	5%	32%	21%	39%
TOTAL, ALL PROGRAMS	2314	4	3%	5%	25%	28%	40%

How often do you use your education/training?

Teamwork / Working With Others

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	191	4.1	5%	4%	18%	22%	51%
INDUSTRIAL	553	4	4%	7%	24%	19%	46%
BUSINESS / OFFICE	883	4.1	3%	6%	20%	17%	53%
COMMUNICATION ARTS	51	4.3	6%	2%	8%	27%	57%
SERVICES	174	4.4	3%	2%	16%	13%	66%
LEGAL, SOCIAL, EDUCATIONAL	166	4.5	3%	1%	10%	16%	70%
HEALTH	407	4.5	2%	2%	9%	13%	74%
FINE & PERFORMING ARTS	65	3.8	8%	14%	15%	18%	45%
TOTAL, ALL PROGRAMS	2490	4.2	3%	5%	18%	17%	57%

How adequately prepared were you for entering your job?

Teamwork / Working With Others

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	177	4	3%	6%	18%	33%	40%
INDUSTRIAL	517	4	3%	5%	24%	28%	40%
BUSINESS / OFFICE	823	4.1	4%	4%	20%	25%	47%
COMMUNICATION ARTS	50	4.2	4%	2%	16%	26%	52%
SERVICES	165	4.3	2%	1%	18%	19%	59%
LEGAL, SOCIAL, EDUCATIONAL	149	4.2	4%	3%	19%	20%	54%
HEALTH	401	4.4	2%	2%	12%	21%	62%
FINE & PERFORMING ARTS	57	4	4%	7%	23%	21%	46%
TOTAL, ALL PROGRAMS	2339	4.1	3%	4%	19%	25%	49%

How often do you use your education/training?

Computing Skills

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	183	3	22%	16%	23%	15%	23%
INDUSTRIAL	524	3.1	25%	9%	27%	13%	26%
BUSINESS / OFFICE	879	4	9%	7%	18%	14%	53%
COMMUNICATION ARTS	50	3.3	24%	10%	16%	14%	36%
SERVICES	167	2.9	31%	11%	23%	13%	23%
LEGAL, SOCIAL, EDUCATIONAL	149	2.4	42%	11%	25%	7%	15%
HEALTH	368	2.8	31%	11%	24%	12%	23%
FINE & PERFORMING ARTS	53	2.5	34%	17%	28%	2%	19%
TOTAL, ALL PROGRAMS	2373	3.3	21%	10%	22%	13%	34%

How adequately prepared were you for entering your job?

Computing Skills

MAJOR PROGRAM AREA	N	Mean	Never		Occasionally		Very Often
NATURAL RESOURCES & TRAN.	170	3.4	12%	10%	27%	29%	22%
INDUSTRIAL	486	3.3	16%	9%	29%	18%	27%
BUSINESS / OFFICE	817	4	4%	6%	22%	24%	44%
COMMUNICATION ARTS	47	3.2	13%	15%	36%	15%	21%
SERVICES	157	3	24%	13%	26%	11%	27%
LEGAL, SOCIAL, EDUCATIONAL	133	2.4	42%	11%	24%	15%	8%
HEALTH	358	3.1	25%	8%	24%	16%	27%
FINE & PERFORMING ARTS	46	2.8	22%	17%	37%	7%	17%
TOTAL, ALL PROGRAMS	2214	3.4	15%	8%	25%	20%	31%

Appendix 4:

Policy Questions

Career / Technical and Vocational

Graduate Outcomes - 1990

Policy Questions - The Quality of Equipment in Program

	N	Mean	Very Current	←			Very Out of Date →
MAJOR PROGRAM AREA							
NATURAL RESOURCES & TRAN.	216	2.7	20%	24%	29%	18%	9%
INDUSTRIAL	714	2.7	18%	23%	38%	15%	6%
BUSINESS / OFFICE	1033	2.7	18%	23%	38%	14%	7%
COMMUNICATION ARTS	66	3.1	9%	17%	38%	26%	11%
SERVICES	244	2.5	30%	19%	34%	9%	8%
LEGAL, SOCIAL, EDUCATIONAL	193	2.7	17%	20%	45%	16%	4%
HEALTH	508	2.8	18%	18%	42%	13%	8%
FINE & PERFORMING ARTS	95	3.2	8%	16%	42%	18%	16%
TOTAL, ALL PROGRAMS	3069	2.7	18%	21%	38%	14%	8%

Policy Questions - Expected Needs For Continual Skills Upgrading

	N	Mean	Very High				Very Low
MAJOR PROGRAM AREA							
NATURAL RESOURCES & TRAN.	204	2.6	27%	16%	40%	8%	10%
INDUSTRIAL	696	2.6	26%	21%	34%	10%	10%
BUSINESS / OFFICE	1016	2.7	19%	23%	34%	15%	8%
COMMUNICATION ARTS	66	2.6	23%	29%	27%	9%	12%
SERVICES	241	3	16%	17%	32%	16%	19%
LEGAL, SOCIAL, EDUCATIONAL	205	2.8	17%	22%	35%	17%	10%
HEALTH	503	2.8	18%	20%	41%	12%	10%
FINE & PERFORMING ARTS	88	2.8	18%	23%	33%	17%	9%
TOTAL, ALL PROGRAMS	3019	2.7	21%	21%	35%	13%	10%

Policy Questions - The Upgrade Courses I Need Are ... To Attend

	N	Mean	Very Easy				Very Difficult
MAJOR PROGRAM AREA							
NATURAL RESOURCES & TRAN.	202	3.1	13%	13%	41%	17%	16%
INDUSTRIAL	678	2.9	18%	15%	39%	15%	13%
BUSINESS / OFFICE	957	3	11%	17%	42%	18%	12%
COMMUNICATION ARTS	61	3.1	10%	11%	49%	18%	11%
SERVICES	216	3	17%	18%	34%	13%	18%
LEGAL, SOCIAL, EDUCATIONAL	183	3	11%	17%	45%	14%	13%
HEALTH	482	3.1	9%	13%	47%	15%	16%
FINE & PERFORMING ARTS	79	3.1	13%	14%	41%	19%	14%
TOTAL, ALL PROGRAMS	2858	3	13%	16%	42%	16%	14%

Policy Questions - My Work Is ... What My Education Led Me To Expect

	N	Mean	Absolutely ⟷				Not At All
MAJOR PROGRAM AREA							
NATURAL RESOURCES & TRAN.	206	2.4	34%	25%	18%	11%	11%
INDUSTRIAL	678	2.6	25%	22%	31%	9%	13%
BUSINESS / OFFICE	975	2.6	20%	24%	37%	10%	9%
COMMUNICATION ARTS	66	2.5	27%	20%	35%	11%	8%
SERVICES	237	2.6	28%	19%	29%	8%	16%
LEGAL, SOCIAL, EDUCATIONAL	186	2.5	30%	22%	27%	11%	10%
HEALTH	497	2.5	30%	18%	32%	9%	11%
FINE & PERFORMING ARTS	79	2.5	30%	19%	34%	6%	10%
TOTAL, ALL PROGRAMS	2924	2.6	26%	22%	32%	10%	11%

Policy Questions - Transfer Of Credit To University Is...

	N	Mean	Very Important				Very Unimportant
MAJOR PROGRAM AREA							
NATURAL RESOURCES & TRAN.	203	2.9	31%	14%	20%	8%	27%
INDUSTRIAL	672	3.6	16%	8%	19%	12%	45%
BUSINESS / OFFICE	991	3.1	26%	12%	20%	14%	28%
COMMUNICATION ARTS	65	3	25%	12%	25%	11%	28%
SERVICES	224	3.4	18%	13%	20%	10%	38%
LEGAL, SOCIAL, EDUCATIONAL	195	2.6	42%	9%	18%	9%	23%
HEALTH	486	2.9	29%	10%	26%	11%	24%
FINE & PERFORMING ARTS	89	2.9	38%	7%	15%	9%	31%
TOTAL, ALL PROGRAMS	2925	3.1	25%	11%	20%	12%	32%

Policy Questions - Access To Financial Aid Was...

	N	Mean	Very Adequate				Very Inadequate
MAJOR PROGRAM AREA							
NATURAL RESOURCES & TRAN.	192	2.6	27%	18%	35%	6%	14%
INDUSTRIAL	638	2.9	23%	15%	35%	9%	19%
BUSINESS / OFFICE	852	2.7	25%	17%	34%	10%	14%
COMMUNICATION ARTS	63	3.3	17%	8%	30%	14%	30%
SERVICES	208	2.8	27%	14%	27%	10%	21%
LEGAL, SOCIAL, EDUCATIONAL	155	2.8	26%	14%	32%	11%	17%
HEALTH	458	2.9	22%	15%	36%	8%	19%
FINE & PERFORMING ARTS	69	2.9	25%	6%	41%	14%	14%
TOTAL, ALL PROGRAMS	2635	2.8	24%	15%	34%	9%	17%

Appendix 5:

Definitions of the Outcomes Reported

OCCUPATIONAL DEFINITIONS

NUMBER SURVEYED	Number of graduates in program area in 1988 (All graduates were surveyed)
RESPONSE RATE	Number of graduates responding by mail or phone as a % of the graduates who looked for a training related job.
% JOB SEEKERS WHO HAVE HAD A RELATED JOB	The number of graduates who have or have had, since leaving the college, a training related job as a % of the graduates who looked for a training related job.
% JOB SEEKERS STILL IN RELATED JOB	Number of graduates who have a training related job as a % of the graduates who looked for a training related job.
% EMPLOYED	Number of graduates with any job as a % of the graduates who responded.
% UNEMPLOYED AND LOOKING FOR WORK	Number of graduates unemployed and looking for work as a % of the graduates who responded.
% CONTINUING THEIR EDUCATION	Number of graduates taking further education as a % of the graduates responding.
% RATING THEIR TRAINING AS DEFINITELY WORTHWHILE	Number of graduates who rated their training as definitely worthwhile (the first point on a three-point scale) as a % of the Graduates responding to the question on overall worth of training.

ARTS AND SCIENCES DEFINITIONS

TRANSFER TO B.C. UNIVERSITY	Number of completers who transferred to a B.C. University as a % of the completers responding.
TRANSFER TO A B.C. UNIVERSITY, COLLEGE OR INSTITUTE	Number of completers who transferred to a B.C. University, College or Institute as a % of the completers responding.
TRANSFER ANYWHERE	Number of completers who transferred to any post-secondary institute anywhere as a % of the completers responding.
% SOME OR SUBSTANTIAL SKILL GAINS	Number of completers who had a sum score higher than fifteen on the skill gain index (improved their written communication skills; improved their oral communication skills; improved their reading skills; improved their analytic/problem solving skills; and improved their study skills) as a % of completers responding.

% RATING AS CAREER ENHANCING	Number of completers who reported that they had acquired skills which had enhanced their career prospects 'to some extent' or higher as a % of those responding.
% UNEMPLOYED AND LOOKING FOR WORK	Number of completers who reported that they were unemployed and looking for work as a % of those responding.
% INCREASED INTEREST IN LEARNING	Number of completers who reported that they had increased their interest in learning, 'to some extent or higher' as a % of those responding.
% RATING AS DEFINITELY WORTHWHILE	Number of completers who rated their studies at college as 'worthwhile to some extent or greater' as a % of those responding.